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ABSTRACT

An overview is provided of Humber College's Human Resource Development programs and activities. Sections I and II present a profile of Humber College, explain the mandate of the college's Human Resource Development Committee, and summarize the activities of the Professional Development Department. Section III describes the following components of the program: (1) faculty development, including orientation for new faculty, in-service education, faculty consultations, presentations of certificates, and mentorships; (2) management development, including professional development opportunities for chairs, academic administrator training, and in-house training; (3) support staff development, including orientations, workshops, and a support staff appreciation week; (4) leadership training for students; (5) cross-college activities, including committee participation, a showcase of innovative practices, and instructional development grants; (6) provincial, national, and international opportunities for conference participation and staff exchanges; and (7) training initiatives resulting from legislation. The awards program used by the college to recognize exemplary and innovative contributions to the field is explained in section VI, while section V describes the League for Innovation in the Community College and Humber College's participation in its activities. Section VI highlights activities undertaken by the Women's Educational Council to further the development of women on campus; and section VII reviews the charge of the Task Force on Human Resource Development in the Third Decade. The final sections look at campus-based undergraduate, graduate, and post-graduate studies, and professional affiliations. Appendixes contain a report on the "Scope of the Faculty Development Program at Humber" and sample brochures for human resource development programs. (ALB)

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HUMAN RESOURCE DEVELOPMENT

AT

HUMBER COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Humber's philosophy of Staff Development is defined in its Mission and Role Statement:

"Humanistic:
The College provides an environment which reflects a **commitment to the development** of the whole person (1.3)

To provide an environment that **enhances** the social and **educational development** of students, employees, and users of the College (2.10)

To provide an environment that **supports employee development and renewal,** that encourages all individuals of the College community to participate in decision-making, and that encourages open communication (2.11)"

ROBERT A. GORDON
President

JC 890 348

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1989.04

INTRODUCTION
AND
ACKNOWLEDGEMENTS

On behalf of the President of Humber College, Dr. Robert A. Gordon, I am pleased to provide this overview of the programming and activities provided for human resource development at Humber College. This report will illustrate the diversity and scope of human resource development within an institution which constantly seeks to achieve its goals and mission for academic excellence in support of student success.

Humber's human resource development program is a reflection of the commitment and dedication of staff across all campuses toward promoting, implementing and participating in numerous events and activities co-ordinated throughout the year. Faculty, administrators, support staff, and students have made tremendous contributions to the invigorating and challenging environment we enjoy at this college.

It is my pleasure to acknowledge and thank all participants who have contributed so well to the Human Resource Development Program for 1988/89. I am confident this commitment will continue through the coming academic years, thereby providing Humber's students with the very best of learning environments for their studies.

Roy F. Giroux, Ph.D.,
Vice President,
Educational & Faculty Services
1989 04

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HUMAN RESOURCE DEVELOPMENT
Humber College 1989
An Overview

Since their inception twenty years ago, the Ontario Community Colleges have done remarkably well in preparing students for employment. These institutions have been able to continue hiring new, enthusiastic faculty members from the business, industrial, and service sectors of society, therefore benefiting from their up-to-date vocational expertise. As well as educating the students, each of these people exposed and educated other staff members to new thoughts and practices within each discipline. However, times have changed. With the advent of the information age, change in each vocational area is occurring at unprecedented rates. This is coupled with a levelling-off of faculty and staff hiring due to decreasing student enrolment. The average length of service of a faculty member is over eight years, and job turn-over is low.

Faculty are still expected to educate students in current practices and skills, and teach the latest in applied theory within their vocational areas. The longer a person has been at the college, the greater the chance of stagnation both in vocational knowledge and educational practice.

For Humber College to remain a vital, dynamic institution, it requires vital, dynamic faculty and staff members who are committed to their own professionalism and to the need for currency, not only in education and specialized subject areas, but also in the classroom, in management, and in the service areas of the institution. The continuing development of faculty and staff does not occur in isolation or without encouragement. The development must, at all times, be focused to help the college attain its mission and goals. Faculty and staff also have specific career and personal needs. It is the meshing of these - the needs and goals of the institution and the needs and goals of the faculty and staff members - that underlies a successful Human Resource Development program.

Humber College seeks to provide motivation and opportunities for human resource development, and by utilizing the principles of adult education, encourages greater participation by its constituents. Therefore, involvement of faculty and staff in the identification of learning needs and the planning, implementation, and evaluation of professional development activities is mandatory for success.

Organizationally, Humber College has a co-ordinated, decentralized model for human resource development whereby academic divisions, with the support of a central Professional Development office, have accountability for and provide development activities for their faculty and staff. The central Professional Development office helps co-ordinate resources and activities, as well as providing development activities that are open to all members of the institution.

HUMBER COLLEGE: A PROFILE

Located in the west end of Toronto, Humber College is one of the twenty-two colleges of applied arts and technology in Ontario. With a total of more than 89,000 students, a range of approximately 120 full-time programs and more than 1,000 courses, Humber College is one of the largest community colleges in Canada. Founded in 1967, the College has campuses and neighbourhood learning centres located in the cities of Etobicoke and York.

1988/89 Facts and Figures

8,300 full-time students
80,030 part-time enrolment activity in the 1988 calendar year
633 full-time faculty
1028 part-time, partial load, sessional faculty
562 full-time support staff
533 part-time support staff
146 administrative staff

HUMBER CAMPUSES

North Campus
205 Humber College Blvd.
Etobicoke, Ontario M9W 5L7
(416) 675-3111

Lakeshore Campus
3199 Lakeshore Blvd. W
Toronto, Ontario M8V 1K8
(416) 252-5571

Queensway Campus
1548 The Queensway
Toronto, Ontario M8Z 1T5
(416) 253-6761

Humber Tower
6700 Finch Ave., W
Etobicoke, Ontario M9W 5P5
(426) 675-3111

Woodbine Centre
500 Rexdale Blvd.,
Etobicoke, Ontario M9W 1S2
(416) 675-3111, ext. 4412

York Eglinton Centre
1669 Eglinton Ave., W
Toronto, Ontario M6E 2H4
(416) 763-5141

Keelesdale Campus
88 Industry Street,
Weston, Ontario, M6M 4L8
(416) 763-5141

Osler Campus
5 Queenslea Avenue,
Weston, Ontario M9N 2K8
(416) 249-8301

Humber College Sailing Centre
Humber Bay Park (West),
Lakeshore Blvd., Ontario
(416) 252-7291

Humber Arboretum
North Campus
(416) 675-3111, ext. 5009

Equine Centre
North Campus
(416) 675-5025

HUMAN RESOURCE DEVELOPMENT COMMITTEE

MANDATE
In 1983, at the direction of the President, Humber College convened a Human Resource Development Committee; this committee provides a forum for planning and co-ordination of professional development activities across the major focus groups. The chair of the committee is the Vice President, Educational & Faculty Services, reporting to the President.

TERMS OF REFERENCE (as identified 1986/87)
The Human Resource Development Committee is a committee representing all employees of Humber College. The committee will have regularly scheduled meetings and will be responsible:

1. To be the central College resource for exchange of program information relating to professional development activities for support staff, administration and faculty.
2. To develop Advisory Committees for each target group where appropriate to advise and assist in the planning, promotion, and monitoring of professional development activities.
3. To publish a calendar of events as appropriate pertaining to all professional development activities of interest to Humber staff.
4. To develop an annual corporate strategy that integrates support staff development, management development, and faculty development, together with goals and objectives to achieve such integration.
5. To profile at least one professional development function (i.e. support staff, affirmative action, etc) at each meeting of the Human Resource Development Committee.
6. To meet on a monthly basis in order to maintain the corporate co-ordination of professional development activities across campuses. It is expected that each function of professional development will structure meetings and reports to enhance the flow of information to its constituency.

REPRESENTATIVE CONSTITUENT GROUPS

Faculty (full and part-time)
Support Staff
Administrative Staff
Affirmative Action
Women's Educational Council
Employment Equity
Wellness and personnel programming
Student orientation
Student Government programs
Undergraduate/graduate and post-graduate studies
(proposed for 1989)
Special Needs Students
Health and Safety
Chair - Vice President, Educational and Faculty Services

PROFESSIONAL DEVELOPMENT DEPARTMENT 1988 - 1989 EXECUTIVE SUMMARY

As part of its ongoing commitment to human resource development, Humber College maintains a central Professional Development office which is comprised of one chairperson, one full-time consultant (or equivalent part-time secondments), and two full-time support staff. As well, faculty and staff are seconded part time to the department on a project basis.

The Professional Development office endeavours to corporately provide programs of interest to meet the needs of all staff. It also provide linkages to the various departments and divisions within the institution by supporting program-specific initiatives generated by the client-group.

While sustaining annual events, the staff has also promoted many new and exciting initiatives as part of the planned program of activities. In acknowledging the dedicated staff of Professional Development, the college leadership is indebted to them for their enthusiasm and support. Their willingness to accept new challenges as part of their own development is a credit to their commitment to professionalism, lifelong learning and enrichment.

PROFESSIONAL DEVELOPMENT DEPARTMENT 1988 - 1989

Full-time	
Chair, Professional Development	Dr. Ruth McLean
Consultant, Professional Development	Starr Olsen
Secretarial support	Eleanor Salamon
	Maggie Sale
Part-time	
Project:	
Faculty exchanges	Margaret Hart
Support staff orientation	Karen Fast
Instructional Development Grants	Roxanne Stady
Mentorship	Roxanne Stady
Computerized assessment of teaching systems	Roxanne Stady
	Robert O'Meara
Computer-related faculty development	Janice Cermack
	Robert O'Meara
Innovative Practices Showcase	Ruth Einarson
Faculty Development/School of Business	Joan Boyd
Support Staff Appreciation Week	Nancy Velluso
	Doreen Arnold
Support Staff needs assessment (practicum student OISE)	Rosalie Neapon
Programs for academic chairs (cross-appointment with Vice President, Instruction)	Blair Carter

PROGRAM FEATURES

The following activities represent some of the components of the human resource development program at Humber College.

FACULTY DEVELOPMENT

- Orientation for new faculty
- Orientation update
- In-service component
- Major educational project
- Faculty consultations
- Certificate presentations
- Teaching in the Community College course
- Part-time teacher evenings
- Part-time teacher weekends
- Mentorship
- Content currency
- Inservice Teacher Training Certificate Program

MANAGEMENT DEVELOPMENT

- Management Development Institute
- Network '89: Professional development opportunities for chairs
- Academic administrator training
- In-house management development

SUPPORT STAFF DEVELOPMENT

- Support staff appreciation week
- Support staff orientation
- Departmental/divisional workshops
- Career Planning for Support Staff: a pilot project

LEADERSHIP TRAINING FOR STUDENTS

- Leadership training for student government leaders

CROSS-COLLEGE ACTIVITIES

- Committee participation
- Divisional activities
- Innovative Practices Showcase
- Instructional development grants
- Great Educational Debate
- Staff development workshops/ guest speakers
- Publications
- Communication links
- Computer-based learning

PROVINCIAL, NATIONAL, AND INTERNATIONAL OPPORTUNITIES

- Conference participation
- National Institute for Staff and Organizational Development (NISOD)
- CHELT: an international community college workshop
- CHELT alumni
- Staff exchanges
- International

TRAINING INITIATIVES RESULTING FROM LEGISLATION

- Special Needs
- Employment Equity
- Freedom of Information and Protection of Privacy Act
- Safety in the Workplace

FACULTY DEVELOPMENT

(For scope of the Faculty Development Program, see Appendix A)

ORIENTATION FOR NEW FACULTY

Humber annually offers a one-week program at the end of August for all new faculty and those who have been hired within the past year. This program is partially residential and focuses on:

* the teaching/learning process
* classroom techniques
* interpersonal skills
* educational philosophies, and
* Humber College: its culture, philosophy, procedures and policies.

The week is staffed by Humber faculty who are themselves enhancing their own development by helping others learn. This program serves as a renewal and rejuvenation process for experienced faculty, and as a networking, support-building mechanism for new faculty. The week is part of the mandatory program for all new faculty hired to the college.

Approximately 40 probationary faculty attended Orientation Week in August 1988. Evaluation of the program by participants and facilitators endorses the importance of this program for the integration of new faculty into the college environment. It is rated as probably the single, most important professional development activity for new faculty to experience.

ORIENTATION UPDATE

A reunion of probationary faculty takes place during September of each year. Opportunities for faculty to interact socially and to share the experiences of their first month at Humber are provided.

IN-SERVICE COMPONENT

A faculty seminar series addresses the needs of both experienced and probationary faculty. For probationary faculty, a series of seminars is presented titled THE INSTRUCTIONAL SKILLS WORKSHOPS. This series is geared toward the continuing development of classroom instructional skills. Experienced faculty take advantage of the EDUCATIONAL ISSUES seminar series - sample topics would include:

* educational applications for computers
* effective public speaking
* the case study method, and
* college governance

Faculty may also elect to construct their own developmental program in consultation with the Professional Development office.

MAJOR EDUCATIONAL PROJECT

In the second year of the probationary program, the faculty:

(a) identify an area that interests them or in which they wish to gain more skills and knowledge,
(b) spend time researching the area, and
(c) develop a product.

This major educational project has resulted in faculty exploring the nature of the adult student, curriculum development, instructional materials for their area of expertise, studying, grading, and evaluating issues, and revising tests and assignments in their curriculum.

FACULTY CONSULTATIONS

As part of their probationary program, faculty meet with a Professional Development consultant to identify their strengths, weaknesses and to priorize their learning needs. In 1988/89, a computerized student feedback survey system was introduced to the faculty. This survey allows the faculty member to develop a customized survey for the students and to receive personal feedback on teaching abilities. From this feedback, the faculty member is able to develop new skills. This system will be available to all faculty and will be of great assistance toward identifying strengths and weaknesses, and therefore changing the teaching habits of faculty.

CERTIFICATE PRESENTATIONS

Certificates for completion of probationary requirements are presented to faculty during a reception hosted by the President of the college, Deans and the office of Professional Development.

TEACHING IN THE COMMUNITY COLLEGE

This course is designed to prepare Humber's part-time teachers and others from the community to instruct adults in a community college setting. The course runs twice during the academic year and often full-time faculty will participate, using the course as an opportunity to improve their effectiveness in the classroom. These courses, co-ordinated through the Professional Development office, are taught by Humber faculty who must be capable of serving as good role models for the inexperienced teacher.

PART-TIME TEACHER EVENINGS

Professional Development, in co-operation with divisions and continuing education, offers evening workshops for part-time teachers focusing on teaching skills, curriculum development, and student grading and evaluation. These workshops have been offered on a college-wide or divisional basis as required.

PART-TIME TEACHER WEEKENDS

For part-time teachers who wish to participate in a more intensive learning experience, Humber conducts weekend training at a residential facility. The part-time teachers meet Friday evening, have seminars, teach each other on Saturday and receive feedback on their teaching skills. They participate in seminars relating to the teaching process, and then teach again to their peers for more feedback. Unlike the part-time teacher orientation evenings, the participants do pay a stipend to participate in the weekend. Humber has used the conference facilities at Geneva Park and the Kempenfelt Centre for these training sessions.

MENTORSHIP

Humber has a growing number of teacher mentors within its walls. This began with the secondment of a faculty member to Professional Development from Health Sciences who developed a mentorship program for her own division. This concept is now being utilized by other divisions and Professional Development is currently working with the International Office to develop a mentorship program for the teacher-training programs in which they are involved.

CONTENT CURRENCY

As part of a continual professional development program for faculty, Humber College provides opportunities for sabbaticals and mini-sabbaticals where faculty can gain closer access to business and industry, thereby ensuring content currency in areas of individual expertise.

INSERVICE TEACHER TRAINING CERTIFICATE PROGRAM

Coming out of the 1987 Collective Agreement between the Council of Regents and the Ontario Public Service Employees' Union, a program to help faculty upgrade their teaching qualifications has been developed by a task force representing the above parties. The chair of Professional Development, Humber College, was a member of this task force. This certificate program, which will be co-ordinated through Confederation College, will be available to community college faculty commencing June 1989 in modular format, and through distance education across Ontario. Humber faculty will be encouraged to participate in this program, which will be offered in both English and French languages.

MANAGEMENT DEVELOPMENT

MANAGEMENT DEVELOPMENT INSTITUTE

Senior administrators at Humber endorse and actively participate in the work of the Management Development Institute which is designed to provided learning opportunities for management personnel within the Ontario community college system. This institute is co-ordinated through a Taskforce reporting to the Committee of Presidents. Humber annually nominates participants for this week-long case study.

NETWORK '89: PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR CHAIRS

The Metro Colleges have developed a Management Development Planning team with representatives from the professional development staff and the academic chairs of each college to plan professional development opportunities for chairs. Between January and June 1989, this group has provided five days of workshops on subjects such as:

* marketing your program
* motivating your faculty and understanding your dean
* human resource development
* strategic planning for chairs.

Humber has assisted with the planning of these opportunities and academic chairpersons have participated in the workshops.

ACADEMIC ADMINISTRATOR TRAINING - FACULTY EVALUATION

As part of the focus on faculty evaluation, Humber has identified an academic chair as consultant and facilitator to develop a program related to the sensitive issue of faculty evaluation. This is a half-time appointment. The program consists of individualized consultations and half-day group meetings in which aspects of faculty evaluation are discussed and faculty interviews are role-played. The development of video tapes of classroom sessions is underway so that chairs can practise skills for classroom evaluation.

IN-HOUSE MANAGEMENT DEVELOPMENT

In-house management development has focused on supporting administrative participation in conferences, discussions related to the faculty workload formula, and issues in leadership. Several divisions have co-sponsored divisional retreats (in conjunction with the office of Professional Development) which have focused on planning and development.

SUPPORT STAFF DEVELOPMENT

SUPPORT STAFF APPRECIATION WEEK

In 1989 Humber initiated a Support Staff Appreciation Week through the office of Professional Development. A planning advisory committee was struck and the Support Staff Union was invited to assist with the selection of membership. Union involvement was a key factor in the success of this Week.

The week consisted of forty workshops offered on two campuses, tours of Humber campuses and divisonal labs, a bus trip to Monroe Community College (a League for Innovation College in Rochester, New York) to meet with counterparts, a 2-day career assessment workshop, and a wrap-up reception. Scheduling of activities was of prime importance since no college department is able to close down for any given period of time, and alternative staffing had to be provided to allow for participation. The evaluations have indicated that the Support Staff Appreciation Week was valuable and well-received and that it should be an annual event. A support staff member was seconded to Professional Development to work on the planning of te week, and this proved to be a valuable learning opportunity in itself.

SUPPORT STAFF ORIENTATION

A half-day orientation program for support staff was reactivated in 1988, and its prime focus was to orient support staff to the culture and philosophy of education at Humber College, and the services available to students and staff. These orientations are planned to occur three times each year and they are co-ordinated by a member of the support staff. In turn, this support staff member trains another support staff member for the next year's co-ordination.

DEPARTMENTAL/ DIVISIONAL WORKSHOPS

Workshops for target groups are presented as currency, information-updates depending upon departmental/divisional needs. Such workshops have been hosted by Campus Stores, the Registrar's office, Educational and Faculty Services, the Registrar's Department, and Professional Development.

CAREER PLANNING FOR SUPPORT STAFF: A PILOT PROJECT

A practical and engaging workshop has been designed as a pilot project for support staff and their individual supervisors to help frame meaningful, realistic career goals, and to find support through networking with other employees.

Over three sessions, issues such as self-evaluation, group dynamics, career and life planning, work values, skills assessment, and college job opportunities are explored. Participants are guided through the workshops via a manual, with homework to be completed before the next session. Supervisors review the materials, input on the content, and examine their role in the process. A separate session on appraisal and coaching and counselling employees was subsequently developed to address performance and career aspirations.

LEADERSHIP TRAINING FOR STUDENTS

LEADERSHIP TRAINING FOR STUDENT GOVERNMENTS

A course entitled "Student Government" is offered to Student Government members to provide an understanding of:

* the concepts of constitutional and representative government and how these relate to Student Council activities,
* the structure and function of the Humber College Student Activities Council and the relationship of this organization to the college community in general,
* the theory of group dynamics and the factors which help or hinder effective group function,
* the skills necessary to efficiently and effectively carry-out the role and responsibilities of a student council representative.

This course provides training and development opportunities to student government members as they undertake their leadership roles on behalf of the student population.

CROSS COLLEGE ACTIVITIES

COMMITTEE PARTICIPATION

Faculty and staff are encouraged to participate on college and external committees to enhance personal and professional development, as well as to gain knowledge of the institution, its goals and its programs.

DIVISIONAL ACTIVITIES

Divisional activities take two formats - stand alone or co-operative with the Professional Development department. Activities such as management development, divisional-specific workshops, release time for staff members, and skills exchanges have taken place during the past year. Workshops for target groups have also occurred - for example, a 2-day negotiation skills workshop for co-ordinators, and an evening's discussion on the legal implications of student appeals with members of the Student Appeal Committee.

INNOVATIVE PRACTICES SHOWCASE

Humber continues to sponsor a 2-day showcase of educational practices presented by faculty and staff. This showcase takes place in the May-June period and consists of keynote speakers, over fifty workshops (involving approximately 85 presenters), and socializing luncheons and receptions. Faculty from other community colleges are invited to attend at a nominal fee. The co-ordination of the Showcase is provided by a faculty member who is seconded to the office of Professional Development to work with the planning committee each year.

INSTRUCTIONAL DEVELOPMENT GRANTS

In 1986, a grant process was introduced to attract faculty, librarians, and counsellors to design and implement a development project pertaining to the improvement of instruction in the classroom. After surveying a number of similar programs in American and Canadian post-secondary institutions, it was decided that mini-grants in the amount of $500 be awarded to projects meeting the established criteria. To date, examples of instructional development grant projects would include:

* A student guide to successful laboratory work
* Test taking behaviours of General Arts and Science students
* First semester Technology students and Math I
* Performance of Grade 13 students with advanced standing in the chemical programs
* Course Manual: Landscape Materials and Techniques
* Operating Room Instrument Manual III

THE GREAT EDUCATIONAL DEBATE

An annual event, The Great Educational Debate is well-attended by faculty, staff, and often students from across the college. The debate remains an effective way of informing the college community on issues of current concern, while providing an excellent opportunity for staff to mix socially with colleagues. The resolution for 1989 was "Resolved that Humber should be in the business of education and not in the education of business".

STAFF DEVELOPMENT WORKSHOPS AND GUEST SPEAKERS

During each year, workshops and seminars are held for Humber's staff. Many of these workshops are requested by the staff themselves. Often external guest speakers of national reputation are invited on campus to deliver a workshop or keynote address at one of these events. Some examples would be:

Administrative and support staff
Dr. John Roueche
University of Texas

Academic chairs, support staff, Women's Educational Council
Dr. James Hammons
University of Arkansas

Cross-college open invitation
Mr. Frank Feather
Futurist.

PUBLICATIONS

Publications are distributed/made available to Humber faculty and staff. These might include publications from:

* The Association of Canadian Community Colleges
* The National Institute for Staff and Organizational Development
* The League for Innovation in the Community College
* Journal of Higher Education
* Community College Review.

COMMUNICATION LINKS ACROSS CAMPUSES

Events and programs are regularly publicized through the College Communique and are supported with program-specific flyers and brochures which are generally released by the office of Professional Development.

COMPUTER-BASED LEARNING

Humber faculty and staff are participating in initiatives undertaken by the Computer Based Learning Project, sponsored through the Ontario colleges. Examples would include database development for math faculty, software demonstrations for special needs co-ordinators, interactive videodisc training in the Infowindow Joint Project for Health Sciences, and basic skills and workplace training.

PROVINCIAL, NATIONAL, AND INTERNATIONAL OPPORTUNITIES

CONFERENCE PARTICIPATION

Faculty and staff are encouraged to attend conferences as part of their professional development. Financial support is provided where possible and appropriate. Major conference participation during 1988/89 would include:

* The League for Innovation in the Community College Conference "Computing Across the College Spectrum"
* Student Retention
* Educational Computing Organization of Ontario.
* Association of Canadian Community Colleges annual conference
* Management Development Institute

Conference participants are required to complete a conference report upon their return. This report is filed with each manager and shared with the college community as appropriate. This ensures maximum usage of the information gained.

NISOD (NATIONAL INSTITUTE FOR STAFF AND ORGANIZATIONAL DEVELOPMENT)

Faculty representing the academic divisions of the college participate in the annual NISOD Conference held in Austin, Texas each May. This group is selected by a college committee and meetings are held before and after the conference for scrutiny of program and feedback/sharing opportunities. Humber faculty present workshops at this prestigious conference, and a formal linkage is maintained by all Humber/NISOD participants over the years.

CHELT: INTERNATIONAL COMMUNITY COLLEGE WORKSHOP

Humber has been working with two other community colleges, Nelson & Colne (England) and the Dallas County Community College District (Texas) on the CHELT workshop. This is a residential case-study simulation designed to promote awareness of the college environment and the needs of students. This conference is hosted annually on a rotating basis at the three college sites. The 1988 CHELT workshop was held in Dallas, and the 1989 workshop will be hosted in England.

CHELT ALUMNI

The Chelt alumni is an active group of past participants who meet to plan ongoing activities to build upon the energies developed by the CHELT experience and to contribute in some meaningful ways to the Humber community at large.

STAFF EXCHANGES

Humber is networking with the League for Innovation in the Community College, developing options for faculty and staff exchanges. Staff exchanges and visits with Catonsville Community College in Baltimore, Maryland, have occurred this year. A faculty exchange with Weymouth College in Dorchester, England, is in the final stages of negotiation. Two senior lecturers from Tile Hill College of Further Education in Coventry,

England, spent several weeks visiting Humber's departments in the Fall '88, and were specifically interested in program development and evaluation, and human resource development and human service programs. This visit was co-ordinated by the office of Professional Development.

INTERNATIONAL OPPORTUNITIES

Humber's International Office works closely with the Association of Canadian Community Colleges and other international organizations to provide opportunities for faculty and staff to apply for, and participate in, international projects. Working assignments in such locations as Singapore, Barbados, China, Africa and Syria are but a few examples of the professional development opportunities attained through the International Office.

During the 1988/89 academic year, Humber College hosted a training program for a contingent of faculty from Indonesian. Humber faculty and staff were instrumental in providing the academic and life-skills environments to bring this project to a most successful conclusion. Humber's International Office is undertaking a similar venture during the 1989/90 academic year with 44 teachers from the People's Republic of China who are in Canada for eight months to study community college techniques of program development.

TRAINING INITIATIVES RESULTING FROM LEGISLATION

HUMAN RIGHTS LEGISLATION: SPECIAL NEEDS

The Human Rights legislation and supportive funding from the Ministry of Colleges and Universities provided opportunity for informal and formal workshops to advise faculty and staff on issues pertaining to Special Needs students. Examples of such workshops would be:

Special needs: impact on the co-ordinators' role
Special needs students: workshops scheduled during Support Staff Appreciation Week and Innovative Practices Showcase
Academic decision-management with special needs students
Classroom planning and interaction with hearing-impaired and deaf students
What it's like to be learning disabled
Support services for students with special needs
Employment opportunities for students with special needs

EMPLOYMENT EQUITY
FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT
SAFETY IN THE WORKPLACE

Ongoing programs are developed and presented to inform and train staff to implement initiatives resulting from the above legislations as they pertain to the community college. College policies and practices are emerging as a result of staff involvement and awareness.

RECOGNITION AWARDS

Exemplary and innovative contributions made to the field of education are recognized through an awards process, both within Humber College, and at provincial and national levels. Humber College is proud to promote its faculty, staff, and students for these awards. Wherever possible the college has developed a process for nomination and selection which utiliizes peer selection, and former award recipients are invited to participate on such committees.

INNOVATOR OF THE YEAR AWARDS

* HUMBER COLLEGE
* THE LEAGUE FOR INNOVATION IN THE COMMUNITY COLLEGE

An Innovator of the Year Awards Program has been in place at the college since 1987. This is an annual awards programs recognizing those faculty and staff who have contributed to innovation at Humber College for the benefit of the learning environment of the students. Nominations are solicited from the college community and four innovations are selected by peer committee process, based on criteria established for the program. One innovator is acclaimed as HUMBER'S LEAGUE FOR INNOVATION INNOVATOR OF THE YEAR, and is recognized nationally across the League network. All recipients are honoured at the annual Innovative Practices Showcase in May and profiled in college publications.

ASSOCIATION OF CANADIAN COMMUNITY COLLEGES: INNOVATION IN TEACHING AWARD

This is a provincial award and Humber College nominates a faculty member each year for this program.

DISTINGUISHED SUPPORT STAFF AWARD

To recognize the enthusiasm and hard work of support staff, Humber presents the Distinguished Support Staff Awards at the annual President's Breakfast. These awards are based upon the nominee's initiative and enthusiasm, human relations and professional skills, extra-curricular activities (both educational and college-related), attitude, and overall contributions to the college. These nominations are peer presented and selected. Each award winner receives a certificate under the signature of the Chair of the Board of Governors and the President, and a monetary award.

STUDENT LIFE APPRECIATION BANQUET AND AWARDS

The intent of the Student Life Appreciation Awards is to recognize those faculty, staff, and students who have contributed above and beyond their roles to enhance the quality of student life at Humber College. The awards acknowledge outstanding contributions toward vitalizing, enriching, supporting, and advancing student life by providing leadership in any of the following areas:

* social/cultural events
* athletic achievement
* class activities
* student government
* teaching excellence
* special events/fund raising.

Awards are through peer promotion and selection, and the recipients are honoured at an annual Awards Banquet hosted by members of the Board of Governors and senior administrators of the college.

TEN YEAR SERVICE PINS

Upon completion of ten years of full-time employment with Humber College, all faculty and staff are awarded the Ten-Year Service Pin. This pin is presented by the President at the annual President's Breakfast.

NEW AWARDS FOR 1989

DISTINGUISHED FACULTY AWARD

This newly-created award, which is sponsored through Humber's Academic Council, will recognize faculty for distinguished work in the classroom setting. This award will be peer nominated and selected, and presented at the annual President's Breakfast.

DISTINGUISHED ADMINISTRATOR AWARD

This newly-created award is sponsored through the office of the President to recognize administrative staff who, through peer nomination, and endorsement and final selection by the President, are acknowledged for commitment and service to Humber College in support of its mission and goals. This award will be presented at the annual President's Breakfast.

THE LEAGUE FOR INNOVATION IN THE COMMUNITY COLLEGE

The League for Innovation in the Community College is an organization of educational institutions selected for their commitment to institutional excellence and effectiveness. Membership is by invitation only and is currently limited to sixteen colleges/districts across North America. HUMBER COLLEGE IS THE ONLY CANADIAN COLLEGE TO BE A MEMBER OF THE LEAGUE FOR INNOVATION.

Human resource development and innovation are key focuses of the League, which is principally engaged in three types of activities:

1. sponsoring conferences and other events, including workshops, seminars, institutes, and other showcases
2. preparing and disseminating publications, including newsletters, monographs, abstracts, and special reports
3. initiating, implementing, and co-ordinating special projects of various kinds.

CONFERENCES

"The Community College and the Computer"

The League sponsors the only major, binational conference on computing in community colleges. Held each fall, the conference attracts 1,000 individuals representing 250 or more colleges from nearly every American state and Canadian province. Humber College co-hosted the 1988 League Conference "Computing Across the College Spectrum" in Toronto, providing the conference administration and co-ordination through the offices of Professional Development and Conferences and Seminars. Approximately 100 faculty and staff members participated in this conference, either through the administrative implementation or by participation. Humber staff also presented workshops at the Conference. A team of Humber college faculty and administrators attends this annual event - the 1989 Conference will be held in St. Louis, Missouri.

"Leadership 2000"

Each summer, the League, in collaboration with the Community College Leadership Program at The University of Texas at Austin, sponsors "Leadership 2000", an international executive development conference for community college leadership teams. The conference is one activity of a major grant from the W.K. Kellogg Foundation to assist leadership development for community colleges. A Humber team representing senior management and the Board of Governors will be attending the 1989 conference.

"Executive Leadership Institute"

The institute is also an activity of the Kellogg Leadership Project. Its purpose is to assist potential community college presidents to review their abilities and interests, refine their

skills,and participate in discussions with outstanding community college leaders. Thirty participants who are qualified by education and experience for the community college presidency are selected annually for this intensive week-long experience. President Robert Gordon is one of the leaders at the 1989 Institute.

Humber faculty and staff have also participated at other League conferences. Examples would be "Institutional Effectiveness in the Community College" and "Assuring Student Success: The Role of Student Development Professionals".

PUBLICATIONS

The League for Innovation supports an extensive array of publications which are provided to faculty and staff at Humber according to interest areas. Examples would be:

* Leadership abstracts
* Innovator newsletter
* Teletrends newsletter (computer)
* Monographs and special reports
* Resource directories
* Planning Guide for Instructional Computing

SPECIAL PROJECTS

Computer applications

The League for Innovation, in concert with its computer partners, is extensively involved with experimentation for innovative uses of computers in the community college. Through 1988, computer partners have invested over $20 million in development projects with the League and its member colleges, including the development of model applications, demonstration sites, regional training centres, competitions, evaluation projects. Examples of Humber's current involvement would include:

* **The Humber/IBM Joint Study Lab (a 15-station computer lab for introducing computers into the curriculum through faculty training)**

Leadership Development

This project supports ten Kellogg fellows annually to pursue doctoral or post-doctoral studies in the Community College Leadership Program at The University of Texas at Austin. As a League member, Humber's staff, upon recommendation of the President, can be considered for this grant.

Teaching and Learning

This area supports faculty exchange programs, case studies, and software development for teaching and learning in the community college. Humber staff have participated in each of these activities.

Other projects and programs
Humber students and staff continue to be involved in such projects as the annual Juried Art Show for students, a new initiative aimed at development of"Programs for Older Adults", the National Institute for Leadership Development (specific to women in leadership roles) and the annual Innovator of the Year Award.

Information exchanges are numerous, and campus visits both to and from Humber College have yielded very positive and beneficial results for the professional development of faculty and staff in their continued strive toward institutional excellence. The Chief Executive Officer of Humber College (Dr. Robert Gordon) and Humber's League Representative (Dr. Roy Giroux) attend regular Board meetings of the League for Innovation to provide the profile and presence required for Humber's membership in this prestigious educational consortium.

Complete information on the League for Innovation can be obtained through the office of Humber's League representative:

Roy F. Giroux
Vice President, Educational and Faculty Services
Room D 157 North Campus
Phone: (416) 675-3111, ext. 4483,

WOMEN'S EDUCATIONAL COUNCIL

Professional development for all staff at the college is considered a valuable and vital aspect of the college environment. As a core group, the women are very actively involved in all programming and they achieve much success. Listed below are some programs and initiatives specific to women, many of which are sponsored through Doris Tallon, Executive Assistant to the President of Humber College.

RECOGNITION

An annual awards breakfast is held to honour those who have contributed toward the development of women on campus. Annual awards and bursaries are available for students assisting with women's programs, as well as to international students who contribute significant support to their peers. These awards are given by the office of the President.

EXCHANGES, SECONDMENTS

Extended staff exchanges have occurred in the past with colleges in England, both for support and administrative staff. Workshops are held on campus to encourage women to participate in international projects sponsored through the Association of Canadian Community Colleges. A tri-college case-study Workshop (CHELT) has consistently included female representation. Work secondments have been negotiated for women, both with the Ministry of Colleges and Universities and Skills Development, and with neighbouring City administrations.

PUBLICATIONS

The Women's Resource Guide, a compendium of resources available to women, is produced by the office of the President, and distributed throughout the college.

MENTORING

A conscious effort has been made to link female student leaders with female members of the Board of Governors. This enhances the growth and experience levels for student leaders through a mentorship relationship.

STAFF DEVELOPMENT

In addition to mainstreamed staff development activities at Humber, women are encouraged to attend such events as:

* viewing and discussion of a video on the Charter of Rights
* mid-management workshops, using members of the Board of Governors to present on topical issues of interest to women

UNDERGRADUATE/ GRADUATE AND POST-GRADUATE STUDIES

Sabbatical leaves have been arranged for two women at Humber who have been sponsored through the President's office for graduate studies at Harvard University. Three women have been assisted with post-graduate studies leading to a doctorate. Over 70% of

participants in the campus-based Masters Program through Central Michigan University are women, and approximately 66% of the participants in the campus-based undergraduate program through York University/Atkinson College are women.

SPECIAL EVENTS

The senior women at Humber College meet during the year to participate in guest speaker presentations on topics of specific request (for example, labour law, budgeting). The Women's Educational Council has hosted a forum on AIDS, as well as relevant women's issues. A Women's Week is held on more than one campus each year to recognize staff who have contributed to the awareness of women's issues.

The college has sponsored women to participate in The League for Innovation in the Community College "Leaders of the '80s" program designed to train and promote women in the college system across North America. A follow-up of this program has revealed that more than 50% of the over 500 participants across the community college system have received promotions after this experience.

ADMINISTRATIVE DEVELOPMENT AND INTERNSHIP PROGRAM FOR WOMEN

Humber has participated in the planning and implementation of a tri-college (Humber, Seneca College and Centennial College) program designed to provide training and internship opportunities for women. Each participant attended two professional development activities per week over a 2-year period, as well as completed an internship appropriate to her chosen career path. Twenty Humber women were recently honoured at a graduating ceremony. This group equally represented faculty and support staff within the institution.

WORKSHOPS FOR ACADEMIC ADMINISTRATIVE ASSISTANTS

Monthly workshops are being hosted to provide opportunities for administrative assistants in the academic divisions to meet and share common interests and concerns. Dr. John Roueche from the University of Texas provided a keynote address at one of these workshops during 1989.

LEADERSHIP ROLES

Senior administrative positions held by women include:

Vice President, Development
Executive Assistant to the President
Dean, Hospitality, Tourism, and Leisure Management
Dean, Health Sciences
Acting Dean, Human Studies
Acting Dean, Skills Development
Associate Dean, Applied and Creative Arts
Registrar
Director of Personnel Relations Centre
Chairs, Health Sciences
Chair, Professional Development
Director, Placement, Financial Aid, and Awards
Director, Continuing Education
Director, Client Services
Director, Conferences and Seminars

SPECIAL INITIATIVES

TASKFORCE
"HUMAN RESOURCE DEVELOPMENT IN THE THIRD DECADE"

In December 1987, the Executive of the Committee of Presidents for the Ontario Community Colleges endorsed the concept of a Taskforce initiative titled "Human Resource Development in the Third Decade". The purpose of this study was to promote a system-wide consultation in order to present a proposal to the Committee of Presidents for the development and implementation of a comprehensive human resource development plan for the province in the third decade of the community college system. It was clear from a Taskforce consultation that a field-based approach was essential. College personnel at all levels needed to be consulted and involved, and existing system policies, structures and mechanisms were to be reviewed. Systematic processes were designed to involved key constituents, including the Committee of Presidents' Reporting Groups.

Humber College has played a key role in this initiative. Vice President Roy Giroux was appointed Chairman of the Taskforce and has been instrumental in working the process through to its current status. The Blueprint proposal, together with its recommendations, has now been tabled and accepted by the Committee of Presidents for implementation. Humber faculty and staff contributed in large measure to the development and delivery of this consultative process and report. Focus groups provided guidance for the consultation process and the inventory scan. Humber faculty and staff administered workshops and consultations across the provincial community colleges, and have also assisted with the drafting of the Blueprint proposal based upon the findings of the study.

A copy of the Blueprint proposal can be obtained through the office of:

Roy Giroux
Vice President, Educational and Faculty Services
(Chair, Taskforce
"Human Resource Development in the Third Decade")
Room D 157, North Campus
Phone: (416) 675-3111, ext. 4483

UNDERGRADUATE, GRADUATE AND POST-GRADUATE STUDIES
campus based

UNDERGRADUATE STUDIES: YORK UNIVERSITY/ ATKINSON COLLEGE

Since the Fall 1986, Humber College has been able to offer campus-based undergraduate studies through the Faculty of Education and Atkinson College (York University). Humber staff have joined members of the local community in courses leading to undergraduate degrees. This program has been delivered in a format closely-aligned to the working schedules of Humber staff. Classes begin at 5 p.m., and co-ordination of the program is achieved through the university and the office of the Vice President, Educational and Faculty Services at Humber. Humber participants include faculty, support staff and administration, who take additional courses on the university campus during the summer months. Approximately 60 Humber participants are enrolled in this program.

GRADUATE STUDIES IN EDUCATION: THE ONTARIO INSTITUE FOR STUDIES IN EDUCATION

For more than four years, the Ontario Institute for Studies in Education has offered graduate studies on campus at Humber College to assist Humber faculty and staff toward Masters Degrees. Approximately 12 candidates have completed their programs of study. Two of these staff have now pursued and completed doctoral studies, and at least four additional candidates are currently working towards their Ph.D. at OISE.

GRADUATE STUDIES IN EDUCATION: CENTRAL MICHIGAN UNIVERSITY

Humber College has successfully negotiated, co-ordinated and implemented a campus-based Masters Program in Community College Education through Central Michigan University. Now into its fourth sequence, over 100 Humber faculty and staff have completed courses presented by faculty from Central Michigan as well as national educators such as Dr. John Roueche, Dr. Don Rippey and Dr. George Baker of the University of Texas, and Dr. James Hammons, University of Arkansas. Senior administrators from Humber College have also provided instruction in this program, which, to date, has successfully graduated 60 Humber faculty and staff with Masters Degrees.

POST-GRADUATE STUDIES: MICHIGAN STATE UNIVERSITY

(currently under development)

Pending permission from the Ministry of Colleges and Universities for Ontario, Humber College is planning to host a campus-based program of post-graduate studies leading to a Ph.D. through Michigan State University. Studies would be in instructional and administrative leadership. Over 80 prospective candidates have indicated a strong interest in this program, with over two-thirds being Humber faculty and staff. Once Ministry approval has been obtained, the program can be initiated in the Spring 1990 for a class of approximately 35 candidates.

Information on campus-based undergraduate, graduate, and post-graduate studies can be obtained through the office of:

R. Giroux
Vice President,
Educational and Faculty Services
Room D 157, North Campus
(416) 675-3111, ext. 4483

PROFESSIONAL AFFILIATIONS

Humber College maintains affiliations with the following (among others):

* The Association of Canadian Community Colleges
* Staff and Educational Development Officers of Ontario (SEDO)
* The League for Innovation in the Community College
* National Institute for Staff and Organizational Development (NISOD)
* Ontario Society for Staff and Training Development (OSSTD)
* American Association of Community and Junior Colleges (AACJC)
* National Council of Staff, Program and Organizational Development (NCSPOD)

APPENDIX A

SCOPE OF THE FACULTY DEVELOPMENT PROGRAM AT HUMBER COLLEGE

SCOPE OF THE FACULTY DEVELOPMENT PROGRAM AT HUMBER

PERSONAL DEVELOPMENT PLANS

Each faculty member has developed and updates yearly with his/her administrator a three-year personal development plan. The development plan incorporates the personal and professional growth goals of the faculty member, anticipated changes in his/her vocational area, projected changes in college or departmental priorities, and anticipated changes in the instructional environment. The plan incorporates strategies to reach the goals, the resources needed from both the individual and college, and an anticipated schedule.

Many faculty are identifying the need to spend time in their specialty areas. In their plans, faculty who have been teaching as little as five years at the college report that significant changes have occurred, and they have identified curriculum changes.

MINI-SABBATTICALS

Faculty interested in sabbatical leave are encouraged to think of three to six-month sabbaticals related to a college or divisional priority. It is usual for such mini-sabbaticals to begin in September or January of an academic year.

CLINICAL AND FIELD PLACEMENTS

Some faculty have supervisory commitments in clinical and field practice experiences with students. This means that the faculty member is in the field for varying amounts of time per week or semester. Therefore the faculty member is exposed to the most current practices.

MEMBERSHIP AND PROFESSIONAL ASSOCIATIONS

Humber faculty are encouraged to maintain active membership in professional associations. This active membership should not interfere with their commitment to Humber.

FACULTY EXCHANGES

Faculty exchanges are encouraged where-ever possible, thereby providing faculty the oportunity of working in a different college system and observing different curriculum and teaching practices.

PARTICIPATION IN CONFERENCES AND SEMINARS

Faculty are encouraged to attend conferences and seminars in their subject areas when they are not teaching, budgetary constraints accepted. This participation may be on a local, provincial or national level depending on the value of the activity involved and the funding required.

PARTICIPATION ON COLLEGE, DIVISIONAL AND PROVINCIAL COMMITTEES

Faculty who are asked to volunteer for college or divisional committees are exposed to new ideas, and new insights into the college system and education within the college. This information is often disseminated in their staff rooms. Recent committees have examined faculty evaluation and possible procedures for teaching excellence awards.

PROGRAM ADVISORY COMMITTEES

Faculty who attend the program advisory committee meetings in their subject area are exposed to the curent practices and future changes in the area.

DEVELOPMENT OF CONFERENCES AND SEMINARS

Faculty are encouraged to co-operate with the departments of Conferences and Seminars and Continuing Education toward developing local, provincial, or national conferences and seminars in their specialty. This development requires that the faculty member be cognizant of the latest developments in his/her specialty. Examples of these events would include conferences on topics such as cardiology, technology, micro-processors, and death and dying.

CO-ORDINATOR'S COMMITTEE

Representatives of Program Co-ordinators (PCs) and Senior Program Co-ordinators (SPCs) have been appointed by the Vice President, Instruction, to form a committee to develop professional development activities for program co-ordinators.

INTRODUCTION TO COMPUTERS

The Professional Development department has sponsored introductory courses for faculty on all campuses based on introduction to computers. The courses are taught by college faculty seconded to the Profesional Development department. Currently the Professional Development department, in co-operation with Computing Services, is co-ordinating activities in the Humber/IBM Joint Study Lab. Such activities range across the introduction of computers into the basic education curriculum, computerized English placement testing of students, and faculty development workshops on specialized software.

COLLEGE PROFESSIONAL DEVELOPMENT ACTIVITIES

Faculty are encouraged to be resource personnel in college professional development activities - particularly where these relate to new new faculty. This opportunity helps the experienced faculty member explore more deeply his/her teaching practices. Most faculty who participate report increased insights into the educational process.

CAMPUS-BASED UNDERGRADUATE AND GRADUATE STUDIES

Many faculty members have enrolled in undergraduate and graduate studies offered on campus at Humber College through affiliated universities.

The Ontario Institute for Studies in Education has held courses on campus. Currently sequences three and four of the Central Michigan University Masters in Community College Education are in process on campus.

Similarly, 1989 marks the third consecutive year that York University courses have been offered on campus. Investigation is underway regarding the possibility of offering specified course requirements of a campus-based doctoral program through Michigan State University on Humber's campus.

PROBATIONARY FACULTY

Included in each probationary teacher's contract is the agreement to attend a one-week orientation session (focusing on the teaching process), attend 15 hours of teaching seminars, and devote 15 hours to a structured individualized learning plan during his/her first year of probation. During the second year, each probationary teacher does at least 30 hours of research and development in an area of teaching or learning relevant to his/her program or teaching developmental needs. This 30 hours results in a tangible project (essay, curriculum, teaching materials, evaluation instruments). Projects have been in the format of print, video, slide and computer software.

DIVISIONAL PROFESSIONAL DEVELOPMENT COMMITTEES

Each division has established a faculty committee to develop activities for the respective division. Membership on the committee is voluntary. The committees sponsor activities such as speakers, curriculum development workshops, panels on current educational issues, and computer training. The committees liaise with the Professional Development department for assistance, support, and co-ordination where necessary.

INTERNATIONAL COMMUNITY COLLEGE WORKSHOPS

CHELT

Humber, in conjunction with the Dallas County Community College District (Texas), and Nelson and Colne College (England) provides an annual seven-day intensive rsidential workshop for faculty and staff. The participants have the task of developing a new multi-campus college in the mythical country of CHELT. An indepth description of the geography, culture, economic status, politcal stance, and current educational thought is provided to the participants. The participants have to compare and contrast educational procedures and issues in the each of their countries, thus broadening their understanding of college education and sharpening their problem-solving skills.

INTERNATIONAL SECONDMENTS

Whenever possible and appropriate, faculty are encouraged to apply for secondments through Humber's International office. Secondments and contracts have occurred in such locations as Singapore, Barbados, China, Africa, and Syria.

PART-TIME FACULTY

Part-time faculty are encouraged to develop teaching skills by participation in any of the following activities:

* seminars conducted by the office of Professional Development
* "Teaching in the Community College" - an evening course designed to introduce new or prospective teachers to the community college system and classroom teaching technique
* Metro Colleges Teaching Conference for Part-time Faculty
* Part-time Teacher Weekends.

In addition, the academic divisions hold special meetings with the part-time faculty to discuss curriculum and teaching techniques.

APPENDIX B

SAMPLE BROCHURES FOR HUMAN RESOURCE DEVELOPMENT PROGRAMS AND INITIATIVES

HUMBER COLLEGE, NORTH CAMPUS

Innovative Practices Showcase '89

WEDNESDAY, MAY 17, 1989

THURSDAY, MAY 18, 1989

sponsored by
The Humber College
Professional Development Department

Program at a Glance

Wednesday, May 17, 1989

8:00 **REGISTRATION and REFRESHMENTS**
The Concourse, North Campus

8:45 **INTRODUCTION and WELCOMING REMARKS**
The Lecture Theatre

8:50 **AWARDS PRESENTATION:**
Association of Canadian Community Colleges;
The League for Innovation in the Community College
Robert A. Gordon, President

9:15 **KEYNOTE ADDRESS**
"Competing In a New Global Economy"
David Pecaut
Partner, The Canada Consulting Group

10:45 **Refreshment Break**

11:15 **CONCURRENT SESSIONS**
101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111

12:30 **Buffet Luncheon**
The Pipe

1:45 **CONCURRENT SESSIONS**
201, 202, 203, 204, 205, 206, 207, 208, 209, 210

3:00 **Refreshment Break**

3:15 **CONCURRENT SESSIONS**
301, 302, 303, 304, 305, 306, 307, 308, 309, 310

Thursday, May 18, 1989

8:00 **REGISTRATION and REFRESHMENTS**
The Concourse, North Campus

8:45 **INTRODUCTION and WELCOMING REMARKS**
Roy Giroux, Vice-President,
Educational and Faculty Services
The Lecture Theatre

9:00 **KEYNOTE ADDRESS**
"Re-inventing Education for the 21st Century"
Frank Feather
President, Global Management Bureau

10:15 **Refreshment Break**

10:45 **CONCURRENT SESSIONS**
401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411

12:00 Noon **Buffet Luncheon**
The Pipe

1:15 **CONCURRENT SESSIONS**
501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511

3:00 **Presentations and Reception** – 7th Semester

Keynote Speakers

Wednesday, May 17, 1989

"COMPETING IN A NEW GLOBAL ECONOMY"

David Pecaut
Partner, The Canada Consulting Group

David will discuss insights into the competitiveness of the Ontario economy he has gained from original research as co-director of the Premier's Council study team. In his presentation, he will include the implications the new global competition has for the training and education offered by Humber College.

LOCATION: *The Lecture Theatre* Time: 9:15 a.m.

Thursday, May 18, 1989

"RE-INVENTING EDUCATION FOR THE 21ST CENTURY"

Frank Feather
President, Global Management Bureau

Ontario, Canada, and the world are being swept by unprecedented waves of social, technological, economic and political change. The challenge to community colleges is to re-invent education; its curriculum, its delivery, and its administration.

LOCATION: *The Lecture Theatre* Time: 9:00 a.m.

Concurrent Sessions

Concurrent Sessions:

Wednesday, May 17, 1989
11:15 a.m. to 12:30 p.m.

101 Field Practice Day — Recreation Leadership

This event is conducted on the second Wednesday in September when each student in the program has an opportunity to dialogue with full-time practitioners from a variety of recreation agencies. A great way to increase visibility and obtain field placements and future employment.

Jack Bowman, Hospitality, Tourism and Leisure Management

102 New Student Markets – Post-Diploma Programs – "Practical Graduate School"

"Practical Graduate School" is how these new programs were recently described in the Toronto Star. The process of designing a practical post-diploma program in human resource management specifically for university and college graduates has many challenges. The presenter will outline and discuss these challenges and share experiences of this exciting new student marketplace.

Doreen Bell, School of Business

103 The Word Perfect Classroom: Using "The Macro" as a Curriculum Support

More than a smart typewriter, the word processor is a "writing environment." Workshop participants will experiment with "The Macro" – the keys to this environment – creating on-screen composition tutorials for any curriculum.

David Kemp, School of Business, Lakeshore

104 Stress and College Life

The main thrust of this workshop will be to introduce teachers to the use of the Counselling Department's brochure on stress management. We will explore the following: how stress can cause people to regress to a mode of helplessness and mere survival; how this manifests itself in our students and how they can be helped to regain control of their lives.

Larry Richard, Counselling

105 Motivating Students

This session takes you back to the basics, selecting teaching strategies to motivate students.

Marci Davis, Skills Development, Keelesdale

106 Distance Education to Native Communities

In this session participants will explore a unique program strategy for the training of native Canadians. This session will examine the history, development and implementation of a training program for native Canadians. Attention will be given to specific areas such as funding, curriculum development, instructor training and resource materials. Participants will be given guidelines in order to develop their own programs.

Doug Leonard and Bonnie MacDonald, Health Sciences

107 The Poverty Game

The Poverty Game is a simulation used to help students to experience the impact of living on Welfare/FBA with children. It is a boardgame developed by single parents on FBA. It has been used by legislators and is used in some agencies as a training, sensitizing vehicle.

John Huot, Carol Irwin, Leo Smits, Human Services, Lakeshore

PLEASE NOTE: This is an all day session and will run from 11:15 a.m.–4:15 p.m. with a scheduled break for lunch and coffee.

108 Academic Decision Management with Special Needs Students

Academic advisement and our academic appeal process put pressure on counsellors or program coordinators to document all levels of the decision process from admissions, course selection, course entry, review, and academic discipline. This presentation will provide information and resources to deal with these requirements, specifically for Special Needs students.

DiDi Radcliffe and Marilyn Ginsberg, Human Services, Lakeshore

109 A Model for Teaching with Computers to Facilitate Learning about Computers: Resister and Novice to Convert and Leader

Phase two of the implementation process to prepare graduates for the impact of technology in the workplace will be presented. A model for integrating instructional technology into the curriculum as well as how to use internal resources to design a creative experience will be explored.

Sylvia Bolte-Borg and Betty Todd, Health Sciences

110 Humber Hotline: A Shared Apprenticeship

Anne and Loretta will show how Humber Hotline has created an apprenticeship for learning to be a communication expert. In producing this newsletter, students take on many of the functions traditionally assumed by the teacher and become, with the teacher, co-designers of their own curriculum.

Anne Thom and Loretta Martens, Skills Development, Keelesdale

111 What Do High School Students, Teachers and Employers Think of the Ontario Colleges?

Research is providing excellent insights into how the Ontario colleges are perceived. This presentation will suggest how colleges compare to the universities, how college teachers "stack up" in public opinion, how our marketing hits and misses the target and the perceived strengths and weaknesses of the CAATS.

Rick Hook, Vice President, Instruction, and Ian Smith, Marketing

Concurrent Sessions:

Wednesday, May 17, 1989
1:45 p.m. to 3:00 p.m.

201 An Independent Study Course

A 4th, 5th or 6th semester course to allow a student to plan, process, and complete a project, almost completely on his/her own.

Bill Kalaher, School of Business

202 Myers-Briggs Personality Types and Communication Styles

"If people receive in facts and figures they should not communicate in hearts and flowers" (E. Hay, Hay Management Associates). We tend to communicate in the style that most naturally suits our personality types. Awareness of different personality types and their preferred communication styles gives us the flexibility to communicate more effectively with a wide range of people. (If you are not aware of your own Myers-Briggs type – please see a counsellor in your college to write the Myers-Briggs Inventory, and have it interpreted.)

Joy Trenholm and Pamela Mitchell, Educational and Faculty Services

203 From EIS to Lotus or Word Perfect

A workshop which shows how information screens, presented by EIS such as a class list can be transferred to a microcomputer (PC) and incorporated and edited for use in a Word Perfect or Lotus 123 file.

Don Matthews, Technology

204 Classroom Planning and Interactions with Hearing Impaired and Deaf Students

Session participants will review a "sample" course outline and identify resources and instructional strategies which can assist hearing impaired and deaf students.

Michael Vorontsov, Special Needs, Lakeshore

205 Lateral Thinking for Creative Interaction

Tired of students who won't answer a question because they might be wrong? Would you like to hear creative responses or receive several answers, to a single question? This workshop will explore lateral thinking techniques, techniques that can produce a challenging series of responses. This workshop is a repeat (with improvements) of the workshop offered last year.

Peter Van Johnson, Applied and Creative Arts

206 The IBM/Humber Joint Study Lab

The IBM/Humber Joint Study Lab opened in Fall 1988 with two goals: to provide professional development for teachers, and to enable teachers to try out English and math basic skills software with their classes. This panel will discuss the lab's first year of operation and plans for the future.

Ruth McLean, Sheila Susini, Janice Cermak, Bob O'Meara, Professional Development

207 What It's Like to be Learning Disabled

Have you ever wanted to know what it must feel like to be learning disabled? This presentation will use simulation exercises to help you experience some of the frustrations L.D. students feel every day. It will also provide some information about general characteristics of L.D. students. The workshop will conclude with a general discussion about these students and how colleges might best meet their needs.

Jim Knight, Human Studies, Lakeshore

208 Leadership Style Adaptability and the Effectiveness of Community College Department Chairs

Liz will present the findings of her research study done over the winter of 1988. The study looks at perceptions of leadership style and their relationship to the perceived effectiveness of department chairs. Some of the questions answered by the study are as follows: Does adaptability in leadership style relate to effectiveness? Is there one particular style of leadership that is perceived by faculty as being most effective? Are chairs' self perceptions of leadership style adaptability the same as those of faculty? Do deans and faculty perceive chairs the same way in relation to effectiveness? The theoretical framework for the study will also be discussed. This framework involves the behaviour based theories of leadership.

Liz Ashton, Hospitality, Tourism and Leisure Management

209 Undergraduate, Masters Level and Graduate Training Opportunities at Humber College

This workshop will provide a comprehensive overview of the BA, MA and graduate training programs being planned on campus at Humber. Participants will have opportunities to ask about program content, registration procedures, etc. A panel of resource personnel will be on hand to accommodate all questions.

Roy Giroux, Vice President, Educational and Faculty Services and panel

210 Shaping Answers, Finding Questions: Another Look at the Form/Content Issue

What is the role of the writing instructor in a CAAT? Inculcator of the rules of writing? Language policeperson? Architect of students' reasoning abilities? Torn between the need to be an eradicator of faulty grammar and a nurturer of rational prose, instructors are forced to settle for what they feel can be reasonably attempted given the writing proficiency of model students.

This seminar will examine the writing instructor's role with a view to promoting a "coordinated curriculum for literacy."

Maurice Farge and George Byrnes, Human Studies, Lakeshore

Concurrent Sessions:

Wednesday, May 17, 1989
3:15 p.m. to 4:15 p.m.

301 How to Meet Students' Needs While Developing Marketable Skills

The Futures program curriculum is student-centred. Its objective is to develop the skills to match a career aspiration of the student with an appropriate work placement.

Mary Ann Rizzuto and Angie Williams, Skills Development

302 The Teacher as a Consultant

Some of Humber's business courses provide opportunities for teaching staff to conduct class sessions as though they were working for their students as business consultants. This presentation discusses an example which resulted in changes to course content and design thereby increasing student participation in learning to build their own business.

John Murray, School of Business

303 The Computer as a Teaching Aid

A software program designed initially for Travel and Tourism, this program will teach and give the students a grade on their knowledge of countries or cities. This software will adapt to any discipline where rote learning can be used.

Bob Saunders and Rick Bonnette, Hospitality, Tourism and Leisure Management

304 Everybody Wins/Understanding Communication Style and Your Power to Make Every Interaction Positive

Almost everyone has had the experience of meeting someone for the first time and developing an instant rapport. On the other hand, we can all recall meeting people who "turn us off" almost immediately. Learn how to identify communication bias and how to use this knowledge to achieve more exciting and positive relationships in all parts of your life.

Joan Boyd, School of Business

305 Faculty and Staff Exchanges

This session will focus on the concept of exchanges, the arrangements and paperwork that is required and in addition will deal with the actual experience of faculty members who have been on exchange and the personal benefits of this experience. Additional points to consider when receiving an exchange teacher will be discussed.

Margaret Hart and Neil McGrenaghan, Human Studies

306 Attitude. —— Off! I'm busy

Employee/Student vs Employer/Instructor. What are the expectations by both parties? How to deal with the confrontation – where is the other person coming from? This is a class taught to students in the music and theatre programs to prepare them for the "real world."

Kitty Cross, Applied and Creative Arts

307 To Run a Restaurant

A board game to teach basic accounting concepts to hospitality students where student groups compete.

Dave Darker, Hospitality, Tourism and Leisure Management

308 A Forecast on College Enrolment: Size and Composition

What will the future enrolment level be at Humber College? Demographic research tells us much about the age-structure and the ethnic composition of our future student population. This session will discuss several important studies about our college students' characteristics. The aim of this report is to provide teachers and college planners with a forecast of the future student body at a college.

Jim Jackson, Human Studies

309 C.A.T.S. A Formative Evaluation Tool

C.A.T.S. (Computerized Assessment of Teaching Systems) is a microbased computer program which allows faculty to gather and analyse data related to teaching effectiveness. The program is menu-driven and easy to use. It allows users to create their own questionnaire, put in their self-assessment as well as student responses and obtain both numeric and graphic reports of their results. Based on these results, a teacher can then identify areas in need of improvement and construct his/her own strategies to enhance one's teaching effectiveness.

This session will provide a demonstration of the C.A.T.S. program and describe its use at Humber in the past academic year.

Bob O'Meara, Planning

310 Tour of Technology LX Building

Come and see the new technology facilities in LX building that is now home for the following programs: Woodworking, Cabinet Making, Plumbing, Machine Shop, Tool and Die, Boiler Maker, Sheet Metal, Welding, Marine Mechanics and Small Craft Marine Technician.

Nick Charlton, Technology

Concurrent Sessions:

Thursday, May 18, 1989
10:45 a.m. to 12:00 Noon

401 Update on Special Communications 100

For the past three years the Human Studies Division at Lakeshore has been offering an intensive communications course for learning disabled and low-achieving students. The course focuses on learning strategies rather than traditional remedial grammar, and it has been very successful in retraining students and enhancing their chances for success.

This presentation will discuss how learning strategies have been incorporated into the traditional course outline, and what impact this approach has had on the reading and writing skills, self-esteem, and overall success of the students.

Jim Knight, Human Studies, Lakeshore

402 Magic in the Classroom: A Phenomenon

1989 is the 50th anniversary of the "Hawthorne Experiments" going public (1939). The workshop will re-visit "Hawthorne" through two classic "motivation?" case studies. Do they have relevance today, in our classrooms with our students and we the teachers? Come celebrate and have fun!

Lloyd Bittle, School of Business

403 Noting: The Art of Data Collection

Note taking is an important skill which we take for granted. Successful students have a note taking strategy which provides them with focusing techniques for learning and understanding. We will explore some of these techniques to enhance learning in our own students.

Mike Kvenich, School of Business, Lakeshore

404 Support Services at the College Level for Students with Disabilities

A panel of consultants from the Special Needs Office at Humber College will describe recent incentives in providing support services for disabled students. Time will then be given for discussion and questions.

Joy Trenholm, Brenda Pinder, Mary Jo Morris and Michael Vorontsov, Educational and Faculty Services

405 Teaching Communications in the Joint Study Lab

The panel will discuss their experiences teaching Communications this year in the IBM/Humber Joint Study Lab, including the software used and the changes they encountered in the teaching/learning environment.

Nina Butska, Bob Coleman, Janice Cermak, Ruth-Ellen Greenwood, Ray Maher, Human Studies

406 The Happy Marriage of a Program and Its Advisory Committee

The Food Industry Technician program depends on the industry and education representatives on its advisory committee for advice on curriculum, program promotion, guest speakers, encouragement, employment opportunities, equipment update, industry connections etc. This presentation will describe how this liaison has been accomplished successfully from both the college and the advisory committee point of view.

Jesse Bowles and Mike Mason, Hospitality, Tourism and Leisure Management

407 English Second Language Literacy

For a student who is not literate in their own first language, English as a second language poses additional problems. The student must be prepared in reading, writing and oral skills before entering the regular stream of English Second Language classes. I will outline this, as well as present useful materials.

Jacqueline McKay, Skills Development

408 What are Employers Saying about Our Students?

What exactly are employers looking for these days? We need to ensure our graduates are being trained to meet employer expectations – that means personal skills as well as technical ability. This interactive workshop will address: attributes of successful job candidates, pre-employment preparation, student expectations vs employer expectations and employers' comments.

Karen Fast, Sue Hunwicks and Joanne Burns, Career Service Centre

409 Student Appeals Process — Professional Accountability for Fairness

This year Humber College has introduced a new student appeals process which incorporates the lessons learned from our own appeal history and North American court cases. The co-chairman, secretary and several members of the college appeals committee will review the process currently available to students at Humber and then present several case studies for session participants to resolve. Participant's decisions will be compared with those of the Appeals Committee as a basis for further discussion of the fairness of the Humber appeal procedure.

Rick Hook, Vice President Instruction, Martha Casson, Registrar and panel

410 Bringing Business and Industry into Classroom Curriculum

Have field placements proven impractical? Are guest lectures and field trips not enough? There are other methods for developing an ongoing relationship between students and the industry they intend to eventually join. Industry sponsored student projects provide an opportunity for students to learn face to face with people employed in their field of study. Individual students identify the focus of study based on a criteria curriculum. They then identify specific individuals in the business world who might share this interest. Over the past few years this program has attracted leading businesses including General Motors, Honda, Sony, Yamaha, Skil and Toshiba.

Ken Cummings, Applied and Creative Arts

411 Problem Solving — A Lifelong Acquired Skill

This workshop will discuss systematic applications of problem solving techniques, logical and mathematical approaches, to real life situations in business, industrial and educational settings. It will look at problem solving models for creative thinking in educational planning.

Ane Nadler, Technology

Concurrent Sessions:

Thursday, May 18, 1989
1:15 p.m. to 2:45 p.m.

501 Employment Opportunities for Students with Special Needs

The placement office at Humber College and the Handicapped Employment Program of the Ministry of Labour will explore the changing employment outlook for individuals with disabilities. Through educational readiness, new technology and the human rights legislation, disabled individuals are challenging physical and attitudinal barriers in the workplace. Employers are responding with job offers for our students.

Vinnie Mitchell and Sue Hunwicks, Educational and Faculty Services

502 The Lucrative World of Technical Manual Writing

Starting salaries for technical manual writing can exceed $40,000. Learn how, as consultants or corporate technical writers, you can become part of writing, illustrating and publishing technical manuals, user guides and a host of other instructions.

Bob Scott, Human Studies and Sarah Arliss, Continuous Learning

503 The St. Vincent Work/Study Project

The Human Services Division of Humber College has expanded on their international project designed to enhance students' personal and professional skills as they relate to understanding the West Indian culture. Slide and video presentations will demonstrate the rationale behind this project and the experiences of past participants in St. Vincent.

Anne Brobyn, Pat McCracken and Leo Smits, Human Services, Lakeshore

504 Teaching Methodologies

The session will deal with various teaching strategies. The presentation will highlight educational principles underlying the selection of teaching methods and will be quite beneficial for those new to the field of teaching or for those wishing a refresher look at their own style of teaching.

Norma de Castro, Health Sciences

505 Lateral Thinking — Puzzles and Processes

This workshop (offspring of last years' Lateral Thinking for Creative Interaction) will deal with actual items, video examples and practical applications of lateral thinking techniques in the classroom. It will also attempt to present specific ideas for specific classes (non-generic).

Peter Van Johnson, Applied and Creative Arts

506 Freedom of Information and Protection of Privacy Act

The Act came into effect on January 1, 1989. Participants will be advised of the Act's application to teaching records, the obligations respecting student record confidentiality and the process of responding to requests for information made pursuant to the Act.

Carol Boettcher, Coordinator, Freedom of Information and John S. Williamson, General Counsel

507 Humanities Course

Humanities is a General Education foundation course. Teaching it provides you with a variety of broadening experiences. It is an exercise in team teaching. You get the opportunity to open up worlds of knowledge to students who might not otherwise get the chance to view those worlds. Students in non-science areas are shown the intellectual beauty and personal relevance of the sciences. Social sciences, humanities, arts and literature are presented not just as disciplines, but as practical lessons in life. In this session several instructors who have taught the course will tell you what they have learned from the experience.

Gary Berman, Jay Haddad and John Steckley, Human Studies

508 Simple Statistics Necessary for Research in Education

This session is for non-statistical people. You will be led by the hand through simple statistics and computer software that will enable you to start your own quantitative research. Alfred will also show some of the work being done at the college. Bring an empty 5-1/4" diskette with you. If you have a research idea in mind, bring it with you.

Alfred Shin, Technology

509 Teacher as Actor/Actress

All the world's a stage – especially my classroom! An active workshop to explore the tools of the performer (voice, movement, pacing) and how they suit the classroom teacher.

Gerald Smith, School of Business

510 Training in Supervision: A Joint Program by Canada Post Corporation and Humber College

This program is both a company sponsored program and a college training program. It supports Canada Post's goals to increase the level of management knowledge and skills, allow non-supervisors an opportunity to signal their interest and an opportunity to demonstrate Canada Post's ongoing commitment to education and a college program. This session will introduce techniques and procedures for meeting company training needs through the use of customized college credit courses.

Rick Embree and Margory Overholt, Continuous Learning & Community Relations

511 Tour of Technology LX Building

Come and see the new technology facilities in LX building that is now home for the following programs: Woodworking, Cabinet Making, Plumbing, Machine Shop, Tool and Die, Boiler Maker, Sheet Metal, Welding, Marine Mechanics and Small Craft Marine Technician.

Nick Charlton, Technology

FACULTY SEMINAR SERIES

ISSUES IN EDUCATION

APPLYING THE LIFE SKILLS MODEL TO THE CLASSROOM
-October 26

In this session you will get to experience the Life Skills model. We will highlight some of the aspects of the model which can be applied to your classroom. We will discuss how to view your classroom in terms of group dynamics and group process.

Presented by: Remo Brassolotto, Human Studies
Cheryl Taylor, Counseling
Room: E 453

CASE STUDY METHOD - November 9

Participants will learn through experience how the Case Study Approach enables students to acquire skills in writing, formulating ideas, and organizing information. The Case Study Technique includes small group discussions, analysis of data, vocabulary study, and cooperative written assignments. This method motivates students to recognize the importance of effective communication.

Presented by: Ruth Ellen Greenwood, Human Studies
Room: E 453

COLLEGE GOVERNANCE - November 23

This session will outline the College process through which Humber's decisions are made. What are Humber's strategic directions?

How do we make decisions on renovations, new programs, capital allocations, budgets and program rationalization? What is the role of the Board of Governors, Academic Council and other decision making groups in the College? How does the CAAT system co-ordinate itself? The Vice President, Instruction will try to answer these questions and deal with the difficult practical questions that will inevitably be raised by the participants.

Presented by: Richard Hook, Vice President, Instruction
Room: E 453

EDUCATIONAL APPLICATIONS OF COMPUTERS - January 18

This seminar will examine a model for integrating computers into the educational curriculum. Various examples of hardware and software applicable to the teaching/learning process will be demonstrated.

Presented by: Bob O'Meara, Planning & Academic Systems
Room: IBM/Humber Joint Study Lab, Room E 345

THE MYERS-BRIGGS INVENTORY - February 7

This session will focus on the use of the Myers-Briggs Inventory and your own teaching/learning style. How do your personal preferences influence your learning style and how can you use this information to increase your effectiveness as a teacher?

Presented by: Starr Olsen, Professional Development
Room: To be announced

EFFECTIVE PUBLIC SPEAKING - March 23

Included in this seminar will be such topics of discussion as:

* Ways to improve your effectiveness as a public speaker
* The importance of preparation
* Capturing yor audience's attention
* Making your voice work for you
* Eye to eye communication.....one on one
* Body language...another way to speak

Presented by: Ted Randal, Applied and Creative Arts
Room: To be announced

ETHICS AND THE COMMUNITY COLLEGE SYSTEM - April 5

This session will explore some of the ethical dilemmas that community college personnel face in their professional lives. Through the use of case studies, these issues will be discussed in an attempt to develop a framework for decision making.

Presented by: Jack Buckley, School of Business
Room: To be announced

Human Resource Development

COURSE IN INSTRUCTIONAL SKILLS

Time: 4:30 - 6:00 p.m. Refreshments provided
Dates: Each Wednesday, January 11 to April 26
Facilitator: Kathy Mezei, Human Studies, Ext. 4290
Location: E453

This course is now fully enrolled. Anyone who would like to audit an individual session may do so by prior arrangement with the facilitator, depending on space available. The following schedule is tentative and may change.

TENTATIVE SESSION SCHEDULE:

Week 1 - Jan. 11
- Introduction
  - course goals and objectives

Week 2 - Jan. 18
- Needs assessment and course planning

Week 3 - Jan. 25
- Creating a positive learning environment
  - the first meeting
  - setting the stage for success

Week 4 - Feb. 1
- Creating a positive learning environment
  - locus of control and "learned helplessness"
  - principles of reinforcement

Week 5 - Feb. 8
- Communication in the classroom
  - coping with conflict

Week 6 - Feb. 15
- Principles of curriculum design
  - a systematic model of instruction
  - instructional goals and objectives

Week 7 - Feb. 22
- Principles of curriculum design
  - Bloom's taxonomy of cognitive skills
  - objective-writing workshop

Week 8 - Mar. 1
- Choosing teaching techniques
  - the effective lecture
  - simulations (experiential learning)

Network '89

Professional development opportunities for Academic Chairs

The Dilemma of the Chair: Understanding the Dean and Motivating the Faculty

The Myers-Briggs Indicator is an effective tool for identifying and describing different personality types. It is based on the belief that managers who are aware of their own personality types and those of their co-workers will communicate more effectively. The result is less confusion, better working relationships, and higher productivity.

After determining your own personality type, you will examine the 16 different types, and how types interact with one another. This knowledge will then be applied to communications, delegation, team building, assigning work, and problem solving.

Workshop Leader:
Michael d'Orsonnens,
Education and Organization
Development, Imperial Oil

When: Tuesday, February 21, 1989
9:30 a.m. to 4:00 p.m.

Where: King Campus, Seneca College
Management Development
Centre

Fee: $95

Hosted by Humber College

Registration Form — The Dilemma of the Chair: Understanding the Dean and Motivating the Faculty — Tues., Feb. 21, 1989

Name: _____

Position: _____

College: _____

Address: _____

_____ Telephone: _____

Please complete this form, attach your fee (payable to Georgian College) and mail to :

Georgian College
Human Resources Development
1 Georgian College Drive
Barrie, Ontario
L4M 3X9

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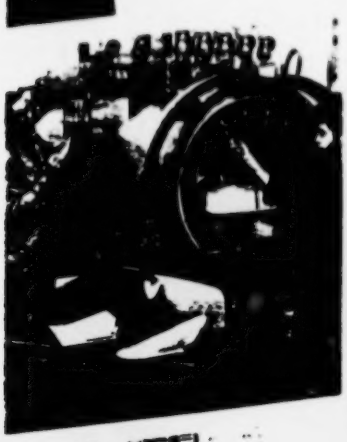
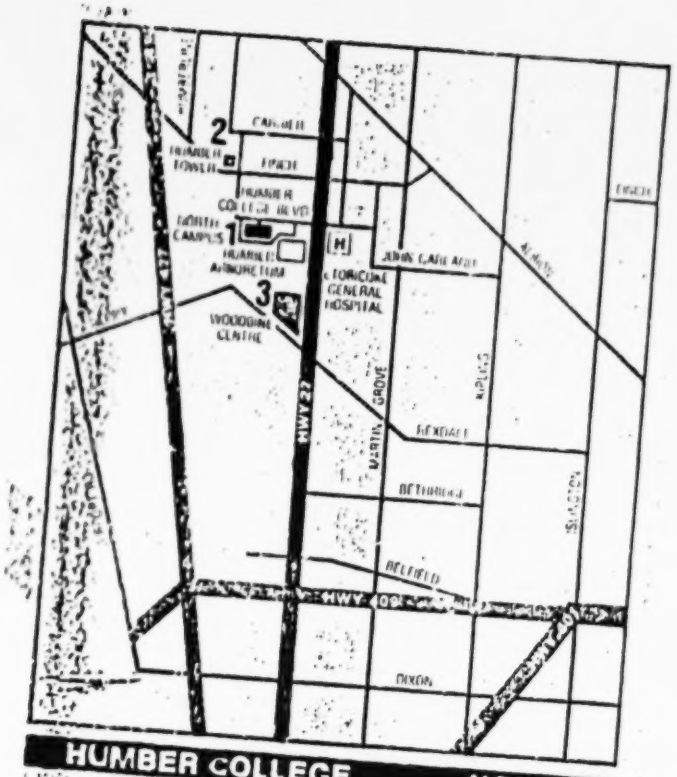


A Joint Initiative
Une Initiative Conjointe
The Council of Regents
Colleges of Applied Arts and
Technology

Confederation College



OVERVIEW

Part-Time Faculty Professional Development Events

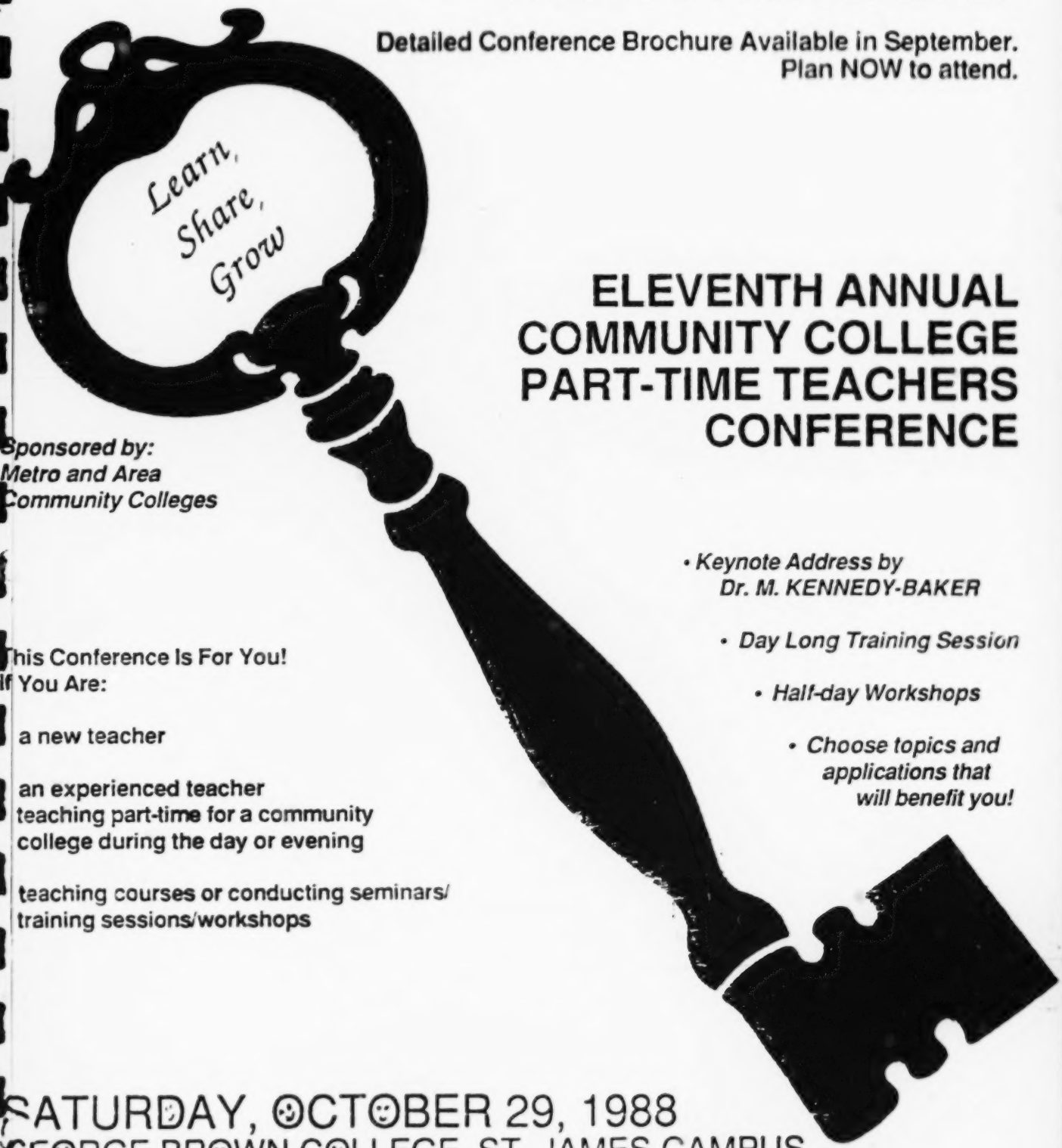
Fall 1988

Co-sponsored by
Continuous Learning
and the Professional Development Department

Humber College

"FROM TECHNICAL EXPERT TO TEACHING EXPERT:
THE MAKING OF A PART-TIME TEACHER"

**Detailed Conference Brochure Available in September.
Plan NOW to attend.**



ELEVENTH ANNUAL COMMUNITY COLLEGE PART-TIME TEACHERS CONFERENCE

*Sponsored by:
Metro and Area
Community Colleges*

- *Keynote Address by Dr. M. KENNEDY-BAKER*
- *Day Long Training Session*
- *Half-day Workshops*
- *Choose topics and applications that will benefit you!*

**This Conference Is For You!
If You Are:**

a new teacher

an experienced teacher teaching part-time for a community college during the day or evening

teaching courses or conducting seminars/ training sessions/workshops

SATURDAY, OCTOBER 29, 1988
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200 KING ST. EAST, TORONTO (416) 967-1212 Ext. 3294

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Support Staff Appreciation Week

March 6-10, 1989

a unique opportunity to meet colleagues
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Special features:

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- **Divisional tours**
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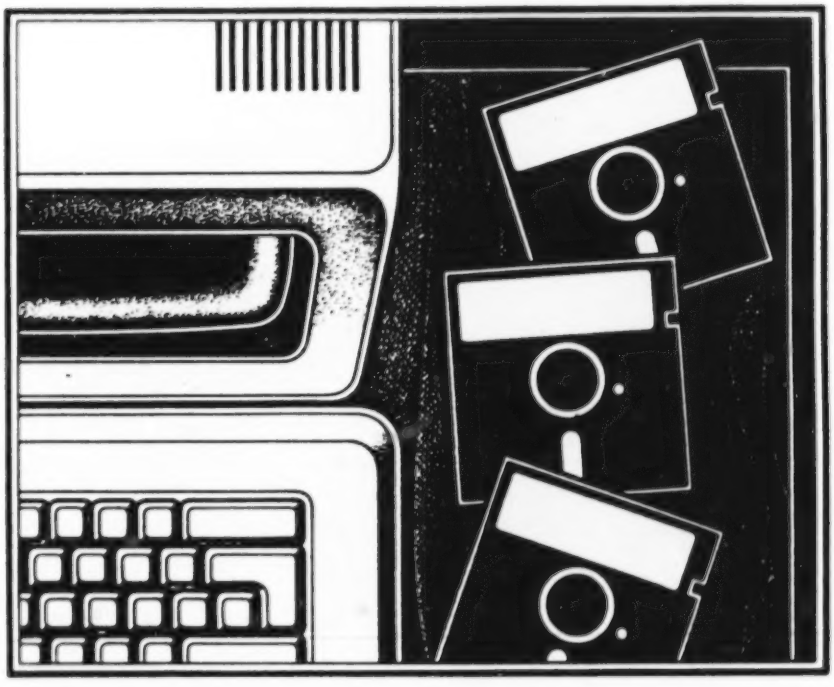
Humber College

Celebrating the Support Staff at Humber College!

Introducing

The IBM/HUMBER Joint Study Lab



ROOM E345

IBM/HUMBER

JOINT STUDY LAB

E 345

Let a computer do your grades for you:

COURSE: COURSE #:
TEACHER:

Grade columns	1	2	3	4	5	6	7	8	9	10	11
No. of students	Asn1	Asn2	Asn3	Asn4	Asn5	Tst1	Tst2	Tst3	exam	Fnal	
# Students \ max grade	10	10	10	10	10	40	40	40	100	100	0
1 Adams, Ruth.....	7	7	6	7	6	30	34	31	75	75	0
2 Bartlett, John.....	8	7	8	6	7	25	24	32	69	69	0
3 Capucci, Joe.....	6	6	7	6	6	28	15	25	64	60	0
4 Dunn, Enda.....	5	6	4	5	6	32	27	24	75	67	0
5 [illegible]	6	4	5	8	5	21	25	29	61	[illegible]	

Use Paul Pieper's class grading program to

- record grades for tests and assignments
- change individual grades if a student makes up work
- calculate grades for an entire class at a single keystroke.

Visit the Joint Study Lab to try out this easy-to-use, time-saving program. Call the Professional Development Office (x5040) to reserve a time for you - or just drop in when the lab is free.

For more information about the Class Grading Program or the Joint Study Lab, call Janice Cermak (x4365)

IBM/HUMBER

JOINT STUDY LAB

E 345

If you're new to computers.....

.... the Joint Study Lab can help - with Learncom. Learncom can introduce you to computers at your own pace - no manuals to study, and no previous experience needed. Just put a 3 1/2" formatted disk into any terminal in the Joint Study Lab. (Disks are about $3.00 at your campus store.) Then hit the enter key, type learncom2, and hit enter again. It's that simple to begin your own computer learning program.

Where would you like to start? Choose your area of interest:

* personal computers
* word processing
* data bases
* spread sheets
* telecommunications

Come to the Joint Study Lab on your own, with a colleague, or as part of a group. Call the Professional Development office (x5040) to reserve a time for you - or just drop in when the lab is free.

For more information about Learncom or the Joint Study Lab, call Janice Cermak (4365)

IBM/HUMBER

JOINT STUDY LAB

E 345

The laptops are here!

Toshiba laptop computers that full-time faculty can borrow from Media Booking/LRC at North, Lakeshore, and Keelesdale as of May 8:

- IBM compatible
- two 3 1/2" disk drives
- built-in modem
- can be connected to a printer
- some software included (DOS,WordPerfect)
- run seven hours without recharging

Laptop demonstrations in the Joint Study Lab:

1:30 p.m., Wednesday, May 3 - Demonstration and hands-on practice

1:00 p.m., Tuesday, May 9 - Demonstration of the laptop and of the LCD (liquid crystal display) that displays a computer screen on a classroom wall screen.

Enrolment at demonstrations is limited. To reserve a place, call the Professional Development office at 5040.

ERIC Clearinghouse for Junior Colleges
SEP 15 1989